


Webinar info


IEP Lunch Time Series

- Today Part 1 (Preparing for the IEP)
- Tuesday, March 1, 2011 (Content of the IEP)
- Tuesday, March 15, 2011 (Implementation and follow up of the IEP)




Webinar Overview

1. Understand the basics of IDEA 2004 specifically related to IEPs
2. Evaluation/Consent for Services
3. Eligibility
4. Communication before the IEP
5. Tips for preparing for the IEP




Purpose of the Law

- Ensure children with disabilities receive educational benefit so they can progress grade to grade, having access to the general education curriculum and be educated with their non-disabled peers.
- Provide services and supports needed for children with disabilities to become a productive adult, contributing to the community.
- Ensure parents are equal partners




FAPE and LRE

The IDEA includes two fundamental requirements: That the child will receive a free appropriate public education (FAPE) in the least restrictive environment (LRE).




Evaluation

- School must notify parents and describe procedures
- Must use variety of assessment tools to determine:
 - if child has a disability under IDEA
 - contents of the IEP
- Not discriminatory or have racial or cultural biases
- Parents given copy of any evaluation reports



When Is An Evaluation Needed

- Before a child enters the special education system
- Not more than once a year, unless school and parent agree otherwise
- Once every 3 years, unless parent and school agree it is not needed




Reevaluation

- Review existing data
- Determine what else is needed to determine:
 - if child has a disability & child's needs
 - present levels of achievement
 - if child needs special education
 - if changes are needed to meet IEP goals and participate in the general curricula




Consent for Services

- Parents' permission is needed before initial special education and related services are given.
- If parents refuse services the district can not use due process to get consent.
- New regulations: Parents can revoke consent for special education and related services.




Independent Educational Evaluation (IEE)

- IEE is at public expense if parents disagree with school's evaluation.
- School district can request a hearing to show that its evaluation is appropriate and not pay for IEE.
- Parents can only request one IEE for each evaluation they disagree with.




Functional Behavioral Assessment (FBA)

- Looks at why child behaves as he or she does, given what is happening in environment.
- Learning about the behaviors and knowing when and where they are likely to happen helps plan positive strategies to teach new behaviors.
- Behavior is communication.




Eligibility

- Parents and school staff decide if there is a need for special education and related services
- Child cannot be determined to have a disability because of a lack of appropriate instruction or limited English proficiency




The IEP Process

- Within 30 days of completing the evaluation, an IEP meeting occurs and within that meeting the IEP is written determining the child needs and eligibility
- Initial, Annual, and Triennial Meetings
- Required IEP team members
- Excusing members from meetings
- Amending IEPs




Required IEP Team Members

1. Parents
2. Not less than one regular education teacher
3. Not less than one special education teacher
4. School district representative
5. Person to explain evaluation results



Optional IEP Team Members

1. Related services staff
2. Others who know student
3. Student himself or herself



Excusing IEP Team Members

Team members may be excused when:


- member's area of curriculum is not being changed or discussed.

If parent and school district agree in writing.

Or if member's area of curriculum is being discussed and instead of attending, gives written report before IEP meeting.

If parent consents in writing to the excusal and school agrees.

Copyright © PEAK Parent Center 16



Carefully consider before agreeing to excuse IEP team members!


Copyright © PEAK Parent Center 17



Tips for the IEP Meeting

- Communication, Communication, Communication
- Monitor Emotions
- Building Relationships

Copyright © PEAK Parent Center 18



**“First seek to understand,
then to be understood.”**

Stephen Covey
Author of *Seven Habits
Of Highly Effective People*


Copyright © PEAK Parent Center 19



**It's What You Say, And How
You Say It**

Communicate effectively

- Clear, calm, direct
- Listen, take time to think
- Come prepared
- Be persistent




Monitor Emotions

Before the Meeting:
Know your emotions!


It's ok to feel emotions- they are a natural part
of the human experience

If you are really angry or sad vent before the
IEP meeting to a trusted friend



Build Relationships

- Thank school staff, offer to help your child's teacher, respond to notes, home visits
- Give feedback on school's efforts to welcome and engage parents
- Suggest ways that work to keep in touch with you- notebook, email, phone
- Share how you help your child at home
- Admit mistakes
- Ask for help
- Listen




Tips to prepare for the IEP

Use the IEP preparation packet


Keep records

Call PEAK with any questions



IEP Lunch Time Series

- **Tuesday, March 1, 2011 (Content of the IEP)**
- **Tuesday, March 15, 2011 (Implementation and follow up of the IEP)**





Resources

- Resources included with the PowerPoint
- <http://www.nichcy.org/EducateChildren/IEP/Pages/default.aspx>
- <http://idea.ed.gov/explore/home>



PEAK Parent Center www.peakparent.org





PEAK Parent Center Resources

- Webinars
- Parent Advisors (Spanish & English)
- Regional Parent Mentors
- Workshops Across the State
- SPEAKout e-newsletter
- Book Catalog
- PEAK's statewide conference

February 10-12, 2011



PEAK
PARENT
CENTER

Helping Families Helping Children

1-800-284-0251
719-531-9400
303-864-1900
www.peakparent.org
